



2-YEARS NEP PG CURRICULUM
M.A. ENGLISH PROGRAMME

SUBJECT CODE = ENG

FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.
Academic Session 2025-26 Onwards



MEETING OF THE BOARD OF STUDIES

A meeting of the **Board of Studies** of University Department of English, Ranchi University, Ranchi is held on **26 May, 2025** at **11.00 am** to discuss and draft the syllabus to be implemented at **Undergraduate (FYUGP)** and **Postgraduate** levels, incorporating **Indian Knowledge System (IKS)**, as per **UGC guidelines**.

The following members were present in the meeting:

Chairperson:

Dr. Poonam Nigam Sahay : Head, University Dept. of English, R.U., Ranchi

External Members:

1. Prof. B. P. Sinha : Former Head & Dean, Department of English Studies, Central University, Jharkhand

2. Dr. Vinay Bharat : Head, Dept. of English, Dr. Shyama Prasad Mukharjee University, Ranchi

NEP & IKS Expert:

Dr. R.K. Sharma : Coordinator NEP & Master Trainer IKS, R.U., Ranchi

Internal Members:

1. Dr. Md. Shakeel Ahmad : Associate Professor, Univ. Dept. of English, R.U., Ranchi

2. Dr. Samira Sinha : Assistant Professor, Univ. Dept. of English, R.U., Ranchi

3. Dr. Sumit Kumar Dey : Assistant Professor, Univ. Dept. of English, R.U., Ranchi

4. Dr. Teresa Tudu : Assistant Professor, Univ. Dept. of English, R.U., Ranchi

Member Invitees:

1. Dr. Sneh Prabha Mahto : Head, Dept. of English, Marwari College, Ranchi

2. Dr. Eva M. Hansdak : Head, Dept. of English, Gossner College, Ranchi

3. Dr. Juhi Horo : Head, Dept. of English, St. Xavier's College, Ranchi

4. Dr. Indira Banerjee : Head, Dept. of English, Y.S.M., Ranchi

5. Dr. Seema Surin : Head, Dept. of English, S.S. Memorial College, Ranchi

6. Dr. Afrinul Haque Khan : Head, Dept. of English, Nirmala College, Ranchi

7. Dr. Kumari Bharti Singh : Head, Dept. of English, Ranchi Women's College, Ranchi

8. Dr. Neha Toppo : Head, Dept. of English, K.C.B. College, Bero

9. Dr. Ranjit Kullu : Head, Dept. of English, B.N.J. College, Sisai

10. Ms. Shalini : Head, Dept. of English, Doranda College, Ranchi

11. Ms. Jaya Nalini Ekka : Head, Dept. of English, J.N. College, Dhurwa, Ranchi

(Dr. P.N. Sahay)
Head

University Department of English
Ranchi University, Ranchi

UNIVERSITY DEPARTMENT OF ENGLISH
RANCHI UNIVERSITY RANCHI

Approval by the Members of the NEP Implementation and Monitoring Committee of Ranchi University, Ranchi

The prepared Curriculum of the Master's Degree has been approved by the NEP Implementation and Monitoring Committee of R.U., duly forwarded by the Head of the Department; it will be offered to the Students of the 1-year and 2-year Postgraduate Programme. It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

Rajendra Singh
10/9/25

Anjali
10/9/25

10/9/2025

Anushka Kaur
10/09/25

10/9/25

10/9/25

10/9/25

Rishu
10/9/25

Namini
10/09/2025

Rohini
10/09/2025

Namini
10/09/25

Member Secretary

Table of Contents

HIGHLIGHTS OF NEP PG CURRICULUM	4
<i>CREDIT OF COURSES</i>	<i>4</i>
<i>PG CURRICULUM</i>	<i>4</i>
<i>PROMOTION CRITERIA</i>	<i>4</i>
<i>VALUE-ADDED COURSES.....</i>	<i>5</i>
COURSE STRUCTURE FOR PG ‘PG DIPLOMA/ COURSEWORK ONLY/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’	6
<i>Table 1: Credit Framework for One Year Postgraduate Programme (PG) [Total Credits = 80]</i>	<i>6</i>
<i>AIMS OF MASTER’S DEGREE PROGRAMME IN ENGLISH</i>	<i>7</i>
<i>PROGRAMME LEARNING OUTCOMES.....</i>	<i>8</i>
<i>Table 2: Semester-wise Course Code and Credit Points.....</i>	<i>9</i>
<i>INSTRUCTION TO QUESTION SETTER.....</i>	<i>10</i>
FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS.....	11
SEMESTER I.....	12
I. FOUNDATION COURSE [FCENG121] INTRODUCTION TO LITERARY THEORY	12
II. CORE COURSE [CCENG122] WOMEN’S WRITING	13
III. CORE COURSE [CCENG123] RESEARCH METHODOLOGY	14
IV. CORE COURSE [CCENG124] MODERN EUROPEAN DRAMA.....	15
V. CORE COURSE [CCENG125] INDIAN WRITING IN ENGLISH –I (POETRY AND DRAMA).....	16
SEMESTER II	17
I. CORE COURSE [CCENG221] PHONETICS AND PHONOLOGY	17
II. CORE COURSE [CCENG222] WORLD LITERATURE.....	18
III. CORE COURSE [CCENG223] POSTCOLONIAL LITERATURE.....	19
IV. CORE COURSE [CCENG224] DALIT AND TRIBAL LITERATURE.....	20
V. CORE COURSE [CCENG225] INDIAN WRITING IN ENGLISH –II	21
(NOVELS AND SHORT STORIES).....	21
SEMESTER III.....	22
I. CORE COURSE [CCENG321] IKS- INDIAN CONTRIBUTION TO LANGUAGE AND LITERATURE.....	22
II. SKILL ENHANCEMENT COURSE [ECENG322] APPLIED LINGUISTICS & ELT	23
III. CORE COURSE [CCENG323] CONTEMPORARY LITERARY THEORY	24
IV. CORE COURSE [CCENG324] CRITICAL ESSAYS	25
V. CORE COURSE [CCENG325] BRITISH POETRY	26
SEMESTER IV	27
I. ELECTIVE COURSE-A [ECENG421A] MORPHOLOGY AND SYNTAX	27
OR ELECTIVE COURSE-B [ECENG421B] AMERICAN LITERATURE-I.....	28
(COLONIAL PERIOD TO 1900).....	28
II. ELECTIVE COURSE-A [ECENG422A] SEMANTICS, PRAGMATICS & DISCOURSE ANALYSIS.....	29
OR ELECTIVE COURSE-B [ECENG422B] AMERICAN LITERATURE-II (1900 TO CONTEMPORARY PERIOD).....	30
III. CORE COURSE [CCENG423] BRITISH DRAMA	31
IV. CORE COURSE [CCENG424] BRITISH FICTION.....	32
V. PROJECT [PRENG425] DISSERTATION/ PROJECT/ TEACHING APTITUDE.....	33

HIGHLIGHTS OF NEP PG CURRICULUM

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

- a) One hour of teaching/ Lectures or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching

One credit for Practicum = 30 Hours of Practical work

One credit for Internship = 02 Weeks of Practical experience

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

Internship – For the Exit option after 1st year of the 2-year P.G. Programme for the award of P.G. Diploma, Level 6.5, Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

PG CURRICULUM

1. The PG Curriculum will be either of 1-year duration for students who studied the four-year UG Programme (FYUGP) or a 2-year duration for students who studied a three-year UG programme from a CBCS/LOCF/FYUGP Curriculum.
2. There is a flexible mode in the PG programme offered to the students of Ranchi University, Ranchi. The total credit for any semester will be 20 credits.
3. **Two-year PG curriculum:** The First year of the PG curriculum offers coursework only. There will be 3 courses at level 400 and 2 courses at level 500 in the first and the second semesters of any 2-year PG programme.
4. **One-year PG curriculum:** The Courses in the 1-year PG programme and the second year of the 2-year PG programme are the same.
 - a. **Course work only:** There will be 5 courses at level 500 of 4 credits each in every semester for the coursework offered in the programme.
 - b. **Course work and Research:** There will be 5 courses at the level 500 bearing 4 credits each in the first semester of a 1-year PG or in the third semester of a 2-year PG. There will be Research work offered in the next semester for this mode offered in the programme. The eligibility for this mode is available in the NEP PG curriculum of Ranchi University, Ranchi.
 - c. **Research work only:** The eligible student will be offered this mode to conduct extensive research under the supervision of a guide. Each semester will be equivalent to 20 credits. The selection of a candidate for the research mode will depend upon the eligibility of the student, availability of the guide and seat in the department/institution of Ranchi University, Ranchi.

PROMOTION CRITERIA

Two Years Post-graduation programme having coursework only:

- i. Each course shall be of **100 marks** having two components: **30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College and 70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University.**

- ii. The marks of SIA shall further break into 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College.
- iii. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- iv. There shall be two written internal examinations, each of 1 hour duration and each of 20 marks, in a semester out of which the '**Better of the two**' shall be taken for computation of marks under SIA.
- v. If a student failed to secure pass marks in Mid Semester Examination, he/she has to reappear in Mid & End Semester Examinations of the following year.
- vi. In case a student is fail to secure pass marks in End Semester Examination, then he/she has to appear only in End Semester Examination of the following session within the period of Upper Limit of Four Years and the Marks of Mid Semester will be carried for the preparation of the result.
- vii. Students' final marks and the result will be based on the marks obtained in Mid Semester and End Semester Examination organized taken together.
- viii. The pass marks in the programme will be 45% of the total marks obtained in each Core/ Elective/ Other Courses offered.
- ix. In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA** to clear the course. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.
- x. Every candidate seeking to appear in the ESUE shall be issued an Admit Card by the University. **No candidate will be permitted to appear in the examination without a valid admit card.**
- xi. A candidate shall be permitted to proceed in the next Semester (2nd, 3rd and 4th), **provided he/she has passed at least 3 courses out of 5 courses** in the respective semester in theory and practical/ project courses taken together.
- xii. A student will have to clear all his/her papers within a maximum of Four Years to qualify for the degree.

However, it will be necessary to obtain pass marks in each of the papers before completing the programme.

VALUE-ADDED COURSES

1. The Value-added course will be of **2 credits** to be covered during the first semester.
2. There will be objective-type questions asked in the End Semester University Examination (ESUE).
3. There will be an OMR-based examination and the correct answer is to be marked by a black ballpoint pen only on the OMR sheet provided by the University.
4. For the **50 Marks Examination**, the student will be provided **two hours** for marking their responses.
5. Students are not allowed to choose or repeat courses already undergone at the undergraduate level in the proposed major and minor streams.
6. The performance in this course will not influence the SGPA or CGPA of the PG Programme where the student is registered to obtain the Master's Degree. However, it will be mandatory to secure minimum pass marks in the course before exiting from the PG Programme.
7. If the student fails to secure the minimum pass marks in the Value-added course in the first semester, he must appear in the examination of the said course with the following batch of the next session.
8. The student may appear in the examination of the said course further if they could not clear the course in the following attempt, subject to the date of validation of the Registration.

The existing Regulations of the PG Curriculum of Ranchi University, Ranchi, shall guide the Regulations related to any concern not mentioned above.

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COURSE STRUCTURE FOR PG ‘PG DIPLOMA/ COURSEWORK ONLY/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’

Table 1: Credit Framework for One Year Postgraduate Programme (PG) [Total Credits = 80]

Academic Level	Level of Courses	Semester	Coursework Level 400	Coursework Level 500	Research Preparedness	Research thesis/ Project/ Patent	Total Credits
YEAR 1							
Level 6.5	Coursework	I	4+4+4	4+4	---	---	20
		II	4+4+4	4+4	---	---	20
YEAR 2: Exit Point: Having Internship of 4 credits Exit allowed with PG Diploma Certificate							
Level 6.5	Coursework	III	---	4+4+4+4+4	---	---	20
		IV	---	4+4+4+4+4	---	---	20
OR							
Level 6.5	Coursework + Research	III	---	4+4+4+4+4	---	---	20
		IV	---	---	20	---	20
OR							
Level 6.5	Research	III	---	---	20	---	20
		IV	---	---	---	20	20
Total credits of P.G. Programme = 80							

Note: Having Internship of 4 credits ‘Exit’ is allowed with awarding the PG Diploma Certificate.

Implemented from Academic Session 2025-26 & Onwards

AIMS OF MASTER'S DEGREE PROGRAMME IN ENGLISH

Programme Objectives:

The M.A. in English Programme at Ranchi University, Ranchi, is designed to provide advanced and comprehensive knowledge in literature, literary theory and linguistics while cultivating critical, analytical and research-oriented skills among students. The programme aims to develop intellectual depth and scholarly competence through a structured engagement with British, American, Indian, World, Postcolonial, Dalit and Tribal literatures. By including courses such as Modern European Drama, Women's Writing, Indian Writing in English, World Literature, British Poetry, British Drama, British Fiction and American Literature, the programme seeks to ensure historical breadth and generic diversity in literary studies. It encourages students to engage with canonical as well as marginalized texts, thereby fostering inclusive and socially conscious literary scholarship.

A central objective of the programme is to build a strong theoretical foundation. Through courses such as Introduction to Literary Theory and Contemporary Literary Theory, students are introduced to classical and modern critical frameworks including structuralism, post-structuralism, Marxism, feminism, postcolonialism and other interpretative models. This theoretical grounding enables learners to approach literary texts with analytical rigor and conceptual clarity. The inclusion of Critical Essays further strengthens students' understanding of key debates and traditions in literary criticism.

The programme also aims to cultivate research competence and academic writing skills. The course in Research Methodology equips students with knowledge of research design, literature review, citation practices and ethical academic conduct, preparing them for higher research such as Ph.D. programmes. The Dissertation component provides practical exposure to independent research, encouraging originality, critical inquiry and scholarly discipline.

In addition, the programme emphasizes linguistic proficiency and applied language studies. Courses in Phonetics and Phonology, Morphology and Syntax, Semantics, Pragmatics and Discourse Analysis, and Applied Linguistics and ELT are designed to develop analytical understanding of language structure, usage and pedagogy. These courses enhance students' communicative competence and prepare them for careers in teaching, translation, language training and related fields.

Another significant objective is to promote cultural awareness and social responsibility. Courses on Postcolonial Literature, Dalit and Tribal Literature, Women's Writing and Indian Knowledge Systems encourage students to critically examine issues of identity, marginality, gender, caste, indigeneity and nationhood. Given the socio-cultural context of Jharkhand, the programme particularly aims to foster sensitivity towards tribal and indigenous literary traditions and contributions.

Overall, the M.A. in English Programme seeks to nurture intellectually mature, socially aware and professionally competent postgraduates who can contribute meaningfully to academia, research, public service and the broader cultural sphere.

PROGRAMME LEARNING OUTCOMES

Programme Outcomes

Upon successful completion of the M.A. in English Programme at Ranchi University, Ranchi, students are expected to demonstrate advanced knowledge and critical understanding of major literary traditions, theoretical frameworks and linguistic concepts. Postgraduates will possess comprehensive familiarity with British, American, Indian and World literatures across different genres such as poetry, drama and fiction. They will be able to situate literary texts within historical, cultural and ideological contexts and engage with both canonical and non-canonical writings, including Postcolonial, Dalit and Tribal literature.

Students will develop the ability to apply various literary theories and critical approaches in the interpretation and evaluation of texts. They will be capable of employing feminist, Marxist, postcolonial, structuralist and contemporary theoretical perspectives to produce nuanced and independent readings. Their engagement with critical essays and theoretical discourses will enable them to participate in advanced academic discussions and debates.

The programme ensures that students acquire strong research skills. They will be able to formulate research questions, conduct systematic literature reviews, apply appropriate research methodologies and present arguments in a coherent and academically sound manner. Through the completion of a dissertation, students will demonstrate originality, analytical depth and adherence to academic conventions, preparing them for doctoral research and other scholarly pursuits.

Postgraduates will also gain proficiency in linguistic analysis. They will be able to analyze phonetic and phonological patterns, examine morphological and syntactic structures, interpret semantic and pragmatic meaning and apply discourse analysis techniques. Knowledge of applied linguistics and ELT will enable them to apply theoretical insights in practical teaching contexts, thereby enhancing their employability in educational institutions and language-related professions.

Furthermore, the programme fosters effective communication skills, both written and oral. Students will be capable of producing well-structured critical essays, research papers and presentations. They will demonstrate clarity of expression, logical reasoning and academic discipline in their work.

Importantly, postgraduates will exhibit social awareness and cultural sensitivity. Exposure to Women's Writing, Postcolonial Literature, Dalit and Tribal texts and Indian Knowledge Systems will equip them to critically examine issues of power, identity, social justice and cultural representation. They will emerge as responsible and ethically informed individuals capable of contributing thoughtfully to contemporary societal and academic discourses.

In sum, the M.A. in English Programme produces academically competent, research-oriented, linguistically skilled and socially conscious postgraduates prepared for careers in teaching, research, civil services, media, publishing, translation and other professional fields, while also enabling them to pursue advanced scholarly research at national and international levels.

The Courses in One Year P.G. Programme and in the Second year of Two years P.G. Programme are Common.

Table 2: Semester-wise Course Code and Credit Points

Sem	Core, AE/ GE/ DC/ EC & Compulsory FC Courses				Examination Structure		
	Paper	Paper Code	Credit	Name of Paper	Mid Semester Evaluation (F.M.)	End Semester Evaluation (F.M.)	End Semester Practical/ Viva (F.M.)
I	Foundation Course	FCENG121	4	Introduction to Literary Theory	30	70	----
	Core Course	CCENG122	4	Women's Writing	30	70	----
	Core Course	CCENG123	4	Research Methodology	30	70	----
	Core Course	CCENG124	4	History of English Literature	30	70	----
	Core Course	CCENG125	4	Indian Writing in English –I	30	70	----
II	Core Course	CCENG221	4	Phonetics and Phonology	30	70	----
	Core Course	CCENG222	4	World Literature	30	70	----
	Core Course	CCENG223	4	Postcolonial Literature	30	70	----
	Core Course	CCENG224	4	Dalit and Tribal Literature	30	70	----
	Core Course	CCENG225	4	Indian Writing in English –II	30	70	----
III	Core Course	CCENG321	4	IKS- Indian Contribution to Language and Literature	30	70	----
	Skill Enhancement Course	ECENG322	4	Applied Linguistics & ELT	30	70	----
	Core Course	CCENG323	4	Contemporary Literary Theory	30	70	----
	Core Course	CCENG324	4	Critical Essays	30	70	----
	Core Course	CCENG325	4	British Poetry	30	70	----
IV	Elective	ECENG421	4	A. Morphology and Syntax B. American Literature- I	30	70	----
	Elective	ECENG422	4	A. Semantics, Pragmatics & Discourse Analysis B. American Literature - II	30	70	----
	Core Course	CCENG423	4	British Drama	30	70	----
	Core Course	CCENG424	4	British Fiction	30	70	----
	PROJECT	PRENG425	4	Dissertation/ Project Work/ Teaching Aptitude	----	----	100

*** Either One Internship of 4 credits or Two Internships of 2 credits each is required before opting for the 'Exit' option after First year of the P.G. Programme.**

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There **Marks Weightage of a Course:** Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University, and, 30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College.**

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College. There shall be two written internal examinations, each of 1-hour duration and each of 20 marks, in a semester out of which the **'Better One out of Two'** shall be taken for computation of marks under SIA.

In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA to clear the course.** In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

A. (SIE 20+5=25 marks):

There will be a uniform pattern of questions for mid semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per need of the course.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER UNIVERSITY EXAMINATION (ESUE):**A. (ESUE 70 marks):**

There will be a uniform pattern of questions for all the courses and of all the programmes. There will be **two** groups of questions. **Group A is compulsory** and will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type six** questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

[**Note:** There may be subdivisions in each question asked in Theory Examinations]

B. (ESUE 100 marks):

Practical/ Project courses would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: **70 marks for the practical ESUE and 20 marks for the Viva-voce examination** conducted during the ESUE to assess the applied and practical understanding of the student.

The written component of the project (**Project Report**) shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the University, and the internal supervisor/guide.

10 marks will be assigned on cumulative assessment of examinee during the semester and will be awarded by the department/faculty concerned.

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FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS**Question format for 20 Marks:**

F.M. =20	Subject/ Code	Exam Year
Time=1Hr.		
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
Group A		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
Group B		
3.	[10]
4.	[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 70 Marks:

F.M. =70	Subject/ Code	Exam Year
Time=3HrS.		
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
Group A		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
Group B		
3.	[15]
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

SEMESTER I

I. FOUNDATION COURSE

[FCENG121]

INTRODUCTION TO LITERARY THEORY

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE :28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students understand contributions of major literary theorists, particularly of the 20th century
2. to make students sharpen interpretative skills in the light of various theoretical frameworks
3. to make students apply various theoretical frameworks and concepts to literary and cultural texts
4. to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society
5. to make the students aware of important terms of literary criticism and their meaning

Course Learning Outcomes:

At the end of the course, students will be able:

1. to have a historical overview of major literary theorists, particularly of the 20th century.
2. to show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
3. to develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
4. to historically situate literary theorists whose works had informed and shaped various literary theoretical discourses.
5. to identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts.
6. to apply various theoretical frameworks and concepts to literary and cultural texts.
7. to evaluate and analyze strengths and limitations of theoretical frameworks and arguments.
8. to sharpen interpretative skills in the light of various theoretical frameworks.
9. to apply understanding of literary terms to literary texts in critical evaluation.

Course Content:**Unit – I**

1. New Criticism/ Formalism
2. Marxism

Unit – II

1. Modernism
2. Postmodernism

Unit – III

1. Structuralism
2. Poststructuralism/ Deconstruction

Unit – IV

1. Feminism
2. Psychoanalytic Theory

Suggested Reading:

1. Peter Barry- Beginning Theory
 2. Pramod K. Nayar- Contemporary Literary and Cultural Theory
 3. Sara Upstone- Literary Theory: A Complete Introduction
 4. Thomas a. Schmitz- Modern Literary Theory and Ancient Texts: An Introduction
 5. Lois Tyson- Critical Theory Today
 6. Ravi Nandan Sinha- *Indian Poetics*
-

II. CORE COURSE
WOMEN'S WRITING

[CCENG122]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand the importance of gender specificity in Literature.
2. to understand the difference between the 'feminine' and 'feminist' as opposed to 'female'.
3. to understand the role of socio-cultural-economic contexts in defining women and gender politics.
4. to understand the complexity of social and biological constructs of manhood and womanhood.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to recognize the importance of gender specific literature.
2. to analyze and appreciate representation of female experience in literature.
3. to link the status of women to social discrimination and social change.
4. to draw a location-specific trajectory of female bonding and empowerment.
5. to examine the relationship of women to work and production.

Course Content:**Unit – I**

Poetry:

- | | |
|---------------------|-----------------------------------|
| 1. Eunice de Souza: | “Advice to Women”. |
| 2. Kamala Das: | “An Introduction”. |
| 3. Emily Dickinson: | “I”m “wife” - I’ve Finished That” |

Unit – II

Short Stories:

- | | |
|---------------------------|------------------------|
| Charlotte Perkins Gilman: | “The Yellow Wallpaper” |
| Mahasweta Devi: | “Draupadi” |
| Ismat Chughtai: | “Lihaaf” (“The Quilt”) |

Unit – III

Novel:

- | | |
|------------|--------------------------|
| Jean Rhys: | <i>Wide Sargasso Sea</i> |
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Unit – IV

Novel:

- | | |
|---------------|-------------------------|
| Alice Walker: | <i>The Color Purple</i> |
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Suggested Reading:

1. Doris Lessing: The Golden Notebook
 2. Mary Wolstonecraft: A Vindication of the Rights of women (New York Norton, 1988)
 3. Mary Clements: The Unnatural and Accidental Women
 4. Ed. Wilfred L. Geurin et. Al.: A Handbook of Critical Approaches to Literature
 5. Peter Bary: Beginning Theory.
 6. Virginia Wolf: A Room of One's Own.
 7. Susie Thorn and K. Lalita, eds., Women's Writing in India, New Delhi, OUP, 1989.
 8. Dr. D. B. Gupta, Dr. J. Kelmendi, Dr. V. Bhatt, Dr. P. N. Sahay, Biblioteka, Warsaw.
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III. CORE COURSE
RESEARCH METHODOLOGY

[CCENG123]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. To understand the fundamentals of research in Humanities.
2. To apply various research methodologies to literary texts.
3. To critically review and synthesize existing literature
4. To adhere to academic ethics, citation standards and anti-plagiarism practices.

Course Learning Outcomes:

Upon successful completion of the course students will demonstrate the following outcomes:

1. To recall and explain key concepts, types and process of research.
2. To apply qualitative and quantitative methods.
3. To analyze and synthesize secondary sources
4. To create original research proposals and mini-projects.

Course Content:**Unit – I**

Definition and Scope of Research in English

Types of Research: Descriptive, Analytical, Historical, Comparative, Interdisciplinary and Empirical

Identifying Research Problems/ Questions

Formulating Hypothesis and Objectives

Unit – II

Qualitative Methods in Literary Research: Close Reading, Thematic Analysis, Discourse Analysis

Theoretical Frameworks: Structuralism, Poststructuralism, Feminism, Postmodernism, Postcolonialism, Ecocriticism.

Data Collection: Primary and Secondary Sources

Unit – III

Literature Review

Structuring a Research Paper/ Thesis: Abstract, Introduction, Chapters, Conclusion

Citation Style: MLA Handbook (9th Edition)

Unit – IV

Research Ethics: Plagiarism, Intellectual Property, Bias Avoidance

Reference Books:

1. Kothari, C.R., Research Methodology: Methods and Techniques (Simplified Version)
 1. Sinha, M.P. Research Methods in English
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IV. CORE COURSE
MODERN EUROPEAN DRAMA

[CCENG124]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand the impact of history, sociopolitical factors and culture on Literature.
2. to familiarize students with the main writers and seminal works and their age.
3. to familiarize students with the main literary trends in each age.
4. to develop a sense of literary chronology and progression of ideas, forms and styles.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to differentiate between the main literary trends of different ages.
2. to learn the differences between various genres of literature.
3. to provide students with a broader understanding of literature and its connection to historical, social and cultural contexts.
4. to acquire foundational knowledge necessary for pursuing advanced literary studies.

Course Content:

Unit-I	Henrik Ibsen:	<i>A Doll's House</i>
Unit-II	Anton Chekov:	<i>Uncle Vanya</i>
Unit-III	Bertolt Brecht:	<i>The Good Woman of Setzuan</i>
Unit-IV	Samuel Beckett:	<i>Waiting for Godot</i>

Suggested Reading:

1. Marjorie Boulton. *The Anatomy of Drama*. Kalyani Publishers Reprinted 2016
 2. William Raymond. *Drama from Ibsen to Brecht*
 3. H. S. Davies. *Realism in Drama*
 4. Storm Jameson: *Modern Drama in Europe (1920)*
 5. Swati Pal (Ed.) *Modern European Drama: Ibsen to Beckett*, Pencraft International, 2012
 6. Brian Docherty *Twentieth-Century European Drama*. Palgrave Macmillan UK, 1994
 7. Nirupama Sinha. 'James Matthew Barrie: The Maker of Myth', Satyam Publishing House, 2003.
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V. CORE COURSE
INDIAN WRITING IN ENGLISH –I
 (Poetry and Drama)

[CCENG125]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE :28) = 45
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(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students appreciate the diversity of modern Indian literatures and the similarities between them.
2. to make students value and critically appreciate the role of Translation into English as an important practice of popularizing Modern Indian writing across regional Indian language literatures.
3. to make students creatively engage with literary movements in various Indian literatures.
4. to make students engage with a corpus of representative texts of modern Indian literatures and their translation into English.
5. to make students understand the historical trajectories of Indian literatures.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to appreciate the diversity of modern Indian literatures and the similarities between them.
2. to understand and creatively engage with the notion of nation and nationalism.
3. to appreciate the impact of literary movements on various Indian literatures.
4. to critically engage with significant social issues like caste and gender.
5. to understand the historical trajectories of Indian literatures.

Course Content:**Unit – I**

History of Indian Writing in English: Poetry and Drama

Unit – II

- | | |
|-----------------------|--------------------------|
| 1. Nissim Ezekiel: | “Enterprise” |
| 2. A. K. Ramanujan: | “A River” |
| 3. Arun Kolatkar: | “The Bus” |
| 4. Jayanta Mahapatra: | “Hunger” |
| 5. Keki N. Daruwalla: | “The Keeper of the Dead” |
| 6. Gieve Patel: | “On Killing a Tree” |
| 7. Meena Kandaswami: | “One-eyed” |

Unit – IIIVijay Tendulkar: *Silence! The Court is in Session***Unit – IV**Girish Karnad: *Tughlaq***Unit – V**Pratap Sharma: *A Touch of Brightness***Suggested Reading:**

1. *History of Indian Literature in English* – Ravi Nandan Sinha
2. *History of Indian English Literature* – M. K. Naik
3. *Modern Indian Poetry in English* – Bruce King
4. *Contemporary Indian Drama* – Urmil Talwar and Bandana Chakraborty

SEMESTER II

I. CORE COURSE

[CCENG221]

PHONETICS AND PHONOLOGY

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand speech sound production, transmission, and perception.
2. to master phonetic and phonological terminology.
3. to learn to use the international phonetic alphabet (ipa).
4. to analyze phonological patterns and sound systems.
5. to develop skills in phonetic transcription and acoustic analysis.
6. to explore sound system variations across languages and dialects.
7. to apply phonetic/phonological knowledge to practical contexts (e.g., teaching, speech therapy).

Course Learning Outcomes:

At the end of the course, students will be able:

1. to describe speech sound production and acoustic properties.
2. to produce accurate ipa transcriptions (broad and narrow).
3. to identify phonemes, allophones, and phonological patterns.
4. to analyze speech using acoustic tools (e.g., praat).
5. to compare sound systems across languages/dialects.
6. to apply knowledge to improve pronunciation or analyze errors.
7. to evaluate phonological theories critically.

Course Content:**Unit – I**

Linguistics: Levels of Linguistic Analysis; Phonetics: Articulatory, Acoustic and Auditory Phonetics; Organs of Speech; Speech Sounds: Vowels and Consonants, Voiced and Voiceless Sounds; Place of Articulation; Manner of Articulation; Classification of Consonant and Vowel Sounds.

Unit – II

Phonology: Phones, Phonemes and Allophones; Principles of Phonemic Analysis; R.P. and G.I.E.; The Description of Consonants and Vowels (Monophthongs and Diphthongs) of R.P.; Difference between R.P. and G.I.E.; The Syllable and its Structure; Word Stress in English; Rhythm in Connected Speech; Intonation.

Unit – III

Application: Description of Speech Sounds by using three-term labels; Syllabic Division of Polysyllabic Words; Phonetic Transcription of words.

Suggested Reading:

1. George Yule. The Study of Language.
 2. T. Balasubramanian. A Textbook of English Phonetics for Indian Students.
 3. Puspinder Syal and D.V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics.
 4. S. K. Verma and N. Krishnaswamy. Modern Linguistics: An Introduction
 5. D. Thakur. The Phonetics and Phonology of English: A Handbook.
 6. D. Thakur. Linguistics simplified Morphology.
 7. D. Thakur. Linguistics Simplified Syntax.
 8. D. Thakur. Linguistics Simplified Semantics.
 9. R. K. Sharma Fundamentals of Linguistics. New Delhi: Atlantic Press, 2014.
 10. R. K. Sharma. Exploring English Syntax. Cambridge University Press.
 11. R. L. Varshney. An Introductory Textbook of Linguistics & Phonetics.
 12. B. K. Pattanayak. Linguistics Made Easy.
 13. M. F. Patel and Praveen M. Jain. English Language Teaching.
 14. S. P. Dhanavel. English Language Teaching in India: Shifting Paradigms
 15. Nishevita Jayendran, Anusha Ramanathan and Surbhi Nagpal. Language Education: Teaching English in India
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II. CORE COURSE
WORLD LITERATURE

[CCENG222]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students understand concepts related to world literature, e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
2. to make students analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
3. to make students analyze and interpret literary texts in their contexts and locate them.
4. to make students interpret literary and cultural texts from various world literatures in the light of various theoretical frameworks.
5. to make students understand enrich their thinking about language, literature and society involving notions of global human aspirations and significant international experiences and political developments.
6. to make students appreciate the Indian diasporic consciousness and the literary features of diasporic texts.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
2. to appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
3. to analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
4. to analyze and interpret literary texts in their contexts and locate them.
5. to Understand the concept of 'diaspora' in its historical and cultural contexts.

Course Content:

UNIT-I	Fyodor Dostoevsky:	<i>Crime and Punishment</i>
UNIT-II	Franz Kafka:	<i>Metamorphosis</i>
UNIT-III	Albert Camus:	<i>The Stranger</i>
UNIT-IV	Gabriel Garcia Marquez:	<i>One Hundred Years of Solitude</i>

Suggested Reading:

1. Ngugi wa Thiong'O: Decolonizing the Mind
2. Bernard Mc Guirk and Richard Cardell (Ed.): Gabriel Garcia Marques: New Readings
3. Migration, Multiculturalism, Globalization.
4. "Introduction: The Diasporic Imaginary" in Mishra, V. (2008). Literature of the Indian Diaspora. London:Routledge
5. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). Diaspora &Hybridity. London: Sage Publications.
6. "The New Empire within Britain," in Rushdie, S. (1991). Imaginary Homelands. London: Granta Books

III. CORE COURSE POSTCOLONIAL LITERATURE

[CCENG223]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the social-historical-political-economic contexts of Colonialism and Postcolonialism in India and other countries affected by colonial rule.
2. to make students engage with a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
3. to make students understand how racism and imperialism worked during and after colonial occupation.
4. to make students grasp and appreciate the changing role and status of English in postcolonial literatures while linking colonialism to modernity.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
2. to understand the scope of postcolonial literature in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
3. to see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
4. to appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
5. to critically engage with issues of racism and imperialism during and after colonial occupation.
6. to appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity.

Course Content:**Unit – I**

- | | |
|-------------------|-------------------------|
| 1. Derek Walcott: | “A Far Cry from Africa” |
| 2. David Malouf: | “Wild Lemons” |
| 3. Pablo Neruda: | “Tonight I can Write” |

Unit – IIChinua Achebe: *Things Fall Apart***Unit – III**V. S. Naipaul: *A House for Mr. Biswas***Unit – IV**Toni Morrison: *Beloved***Suggested Reading:**

1. Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngũgĩ wa Thiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard Mc Guirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
4. Namwar Singh, “Decolonising the Indian Mind”, tr. Harish Trivedi, ‘Indian Literature’, No. 151 (Sept./Oct. 1992)
5. John McLeod, ‘Beginning Postcolonialism’, Viva Books, 2010
6. Meenakshi Mukherjee, “Divided by a Common Language” in ‘The Perishable Empire’ (N. Delhi OUP, 2000)
7. Salman Rushdie, “Commonwealth Literature does not Exist”, in ‘Imaginary Homelands’, (London Granta Books 1991)

IV. CORE COURSE
DALIT AND TRIBAL LITERATURE

[CCENG224]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to acquaint students with the rise of Dalit and Tribal Literature of India.
2. to make the students familiar with the intent and contents of Dalit and Tribal Literature.
3. to provide a comprehensive understanding of the Subaltern context and different paradigms of Dalit and Tribal Literature.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to understand the meaning of Subaltern Literature.
2. to learn about the rise of Dalit and Tribal Literature in India.
3. to know the intent and contents of Dalit and Tribal Literature.
4. to understand the different contexts and paradigms of Dalit and Tribal Literature.

Unit-IBama: *Karukku***Unit-II**Om Prakash Valmiki: *Joothan: An Untouchables Life***Unit-III**Mamang Dai: *The Black Hill***Unit-IV**Hansda Sowvendra Shekhar: *The Mysterious Ailment of Rupi Baskey***Unit –V**

Namdeo Dhasal: "Hunger"
 Jacinta Kerketta: "The River, The Mountain and The Bazaar"
 Mahadev Toppo: "Song to Sharpen Rusted Arrows"

Suggested Reading:

1. Gayatri Chakravorty Spivak- Can the Subaltern Speak?
2. Homi K. Bhabha- unsatisfied notes on vernacular cosmopolitanism
3. Ranajit Guha- Subaltern Studies
4. Saratchandra Muktibodh- What is Dalit Literature?
5. Debjani Ganguli- Caste and Dalit Life Worlds: Postcolonial Perspectives
6. Anand Mahanand- Tribal Literature in India
7. Anand Mahanand- Lo(k)cal Knowledge: Perceptions on Dalit, Tribal and Folk Literature
8. G. N. Devy- Painted Words: An Anthology of Tribal Literature
9. The Johar Journal. Publisher- Ivy Imogene Hansdak. Website- <https://joharjournal.org/>

V. CORE COURSE

[CCENG225]

INDIAN WRITING IN ENGLISH –II

(Novels and Short Stories)

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:**The course will seek to achieve the following objectives:**

1. to make students appreciate the diversity of modern Indian literatures and the similarities between them.
2. to make students value and critically appreciate the role of Translation into English as an important practice of popularizing Modern Indian writing across regional Indian language literatures.
3. to make students creatively engage with literary movements in various Indian literatures.
4. to make students engage with a corpus of representative texts of modern Indian literatures and their Translation into English.
5. to make students understand the historical trajectories of Indian literatures.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to appreciate the diversity of modern Indian literatures and the similarities between them.
2. to understand and creatively engage with the notion of nation and nationalism.
3. to appreciate the impact of literary movements on various Indian literatures.
4. to critically engage with significant social issues like caste and gender.
5. to understand the historical trajectories of Indian literatures.

Course Content:**Unit-I**

History of Indian Novel and Short Stories in English

Unit-II

R. K. Narayan:

“A Horse and Two Goats”

Anita Desai:

“Games at Twilight”

Arun Joshi:

“The Only American from Our Village”

Sashi Deshpande:

“The Intrusion”

Jhumpa Lahiri:

“Interpreter of Maladies”

Unit-III

Salman Rushdie:

*Midnight's Children***Unit-IV**

Amitav Ghosh:

*The Shadow Lines***Unit-V**

Chitra Banerjee Divakaruni:

*The Palace of Illusions***Suggested Reading:**

1. *History of Indian Literature in English* – Ravi Nandan Sinha
2. *History of Indian English Literature* – M. K. Naik
3. *Modern Indian Poetry in English* – Bruce King
4. *Contemporary Indian Drama* – Urmil Talwar and Bandana Chakraborty

SEMESTER III

I. CORE COURSE

[CCENG321]

IKS- INDIAN CONTRIBUTION TO LANGUAGE AND LITERATURE

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD.
2. to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature.
3. to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali.
4. to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature.

Course Learning Outcomes:

At the end of the course students will be able to:

1. to explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD.
2. to appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
3. to historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres.
4. to trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
5. to understand, analyze and appreciate various texts with comparative perspectives.

Course Content:**UNIT I** Linguistics:

1. An Ecosystem for Sanskrit Language Processing
2. Components of a Language
3. Panini's Work on Sanskrit Grammar
4. Phonetics in Sanskrit
5. Four Stages of Speech
6. Patterns in Sanskrit Vocabulary
7. Basic Concepts in Aṣṭādhyayi
8. Logic for Sentence Construction
9. Importance of Verbs
10. Role of Sanskrit in Natural Language Processing
(From Introduction to Indian Knowledge System by B. Mahadevan et al.)

UNIT II Indian Poetics: Rasa (emotion/sentiment), Alankar (ornamentation), Dhvani (suggestion), Vakrokti (obliquity), Riti (style), Auchitya (propriety).

UNIT III Kalidasa: *Meghduta* (Trans. M R Kale, Motilal Banarasidas)

UNIT IV Vishakhadutta: *Mudrarakshasa* (Trans. M R Kale, Motilal Banarasidas)

UNIT V C. Rajgopalachari: *Bhagwata Geeta (A Handbook for Students)* (Bharatiya Vidya Bhawan)

Suggested Reading:

1. Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy and Art. Bloomsbury Publications.
 2. V S Seturaman, *Indian Aesthetics: An Introduction* (Trinity Publication 2000)
 3. Bharata, *Natyashastra*, tr. Manomohan Ghosh, Vol. I, 2nd edn (Calcutta: Granthalaya, 1967)
 4. S Radhakrishnan, S. *The Religious Consciousness in Indian Philosophy*, Vol. I, New Delhi: Oxford University Press, 2008, pp. 188-193.
 5. Mammata, *Kavyaprakash*
 6. V N Raghawan, *An Introduction to Indian Poetics*, Macmillan, 1970
 7. Max Muller, *History of Classical Sanskrit Literature*
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**II. SKILL ENHANCEMENT COURSE
APPLIED LINGUISTICS & ELT**

[ECENG322]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand the interplay of language, society, and culture (sociolinguistics), the practical applications of linguistic theory (applied linguistics), and effective methods for teaching english (ELT).
2. to master key terminology and concepts in sociolinguistics, applied linguistics, and ELT.
3. to analyze how social factors (e.g., identity, class, gender) influence language use and variation.
4. to explore practical applications of linguistics in areas like language policy, translation, and education.
5. to develop skills in designing and implementing effective english language teaching strategies.
6. to examine linguistic diversity and its implications for language teaching and learning.
7. to apply sociolinguistic and applied linguistic knowledge to real-world contexts, such as multilingual classrooms or language planning.

Course Learning Outcome:

At the end of the course students will be able to:

1. to identify and analyze sociolinguistic phenomena, such as dialects, code-switching, and language attitudes.
2. to apply linguistic theories to address practical issues in language learning, translation, or communication.
3. to design and evaluate english language teaching materials and methods tailored to diverse learners.
4. to compare language use and teaching approaches across different social and cultural contexts.
5. to analyze the impact of social factors on language acquisition and classroom dynamics.
6. to address challenges in ELT, such as learner motivation or error correction, using sociolinguistic and applied linguistic principles.
7. to critically evaluate theories and methodologies in sociolinguistics, applied linguistics, and ELT.

Course Content:

Unit-I Applied Linguistics: Meaning and Scope; Stylistics; Second Language Teaching- Contrastive Analysis and Error Analysis

Unit-II English Language Teaching: Principles of Teaching English as a Second Language, Methods and Approaches of ELT: Grammar Translation Method, Direct Method, Bilingual Method, Audio-lingual Method, Communicative Approach

Unit-III Audio-Visual Aids, Computer Assisted Language Learning (CALL), English for Specific Purposes (ESP)

Unit-IV Teaching of Language Skills- Listening, Speaking, Reading and Writing;
Teaching of English Grammar, Teaching of Prose, Teaching of Poetry

Suggested Reading:

1. Bell, R.T. (1981). *An Introduction to Applied Linguistics*. London: Batsford Academic & Educational Ltd.
2. Bright, J.A. and McGregor, G.P. (1978). *Teaching English as a Second Language*. Singapore: ELBS & Longman Group Limited
3. Halliday, M.A.K. et al. (1964). *The Linguistics Science and Language Teaching*. London: Longman.
4. Kudchedkar, S. (ed.) (2002). *English Language Teaching in India*. Chennai: Orient Longman
5. Nagaraj, Geetha (1996). *English Language Teaching: Approaches, Methods and Techniques*. Calcutta: Orient Longman.
6. Tickoo, M.L. (2003). *Teaching and Learning English: A sourcebook for Teachers and Teacher-Trainers*. New Delhi: Orient Longman

III. CORE COURSE CONTEMPORARY LITERARY THEORY

[CCENG323]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students understand contributions of major literary theorists, particularly of the 20th century.
2. to make students sharpen interpretative skills in the light of various theoretical frameworks.
3. to make students apply various theoretical frameworks and concepts to literary and cultural texts.
4. to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society.
5. to make the students aware of important terms of literary criticism and their meaning.

Course Learning Outcomes:

At the end of the course students will be able to:

1. to have a historical overview of major literary theorists, particularly of the 20th century.
2. to show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
3. to develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
4. to historically situate literary theorists whose works had informed and shaped various literary theoretical discourses.
5. to identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts.
6. to apply various theoretical frameworks and concepts to literary and cultural texts.
7. to evaluate and analyze strengths and limitations of theoretical frameworks and arguments.
8. to sharpen interpretative skills in the light of various theoretical frameworks.
9. to apply understanding of literary terms to literary texts in critical evaluation.

Course Content:**Unit-I**

1. New Historicism and Cultural Materialism
2. Reader-Response and Reception Theory

Unit-II

1. Postcolonial Theory
2. Queer Theory

Unit-III

1. Ecocriticism
2. Posthumanism

Unit-IV

1. Archetypal Criticism
2. Cultural Studies

Suggested Reading:

1. Peter Barry- *Beginning Theory*
2. Pramod K. Nayar- *Contemporary Literary and Cultural Theory*
3. Sara Upstone- *Literary Theory: A Complete Introduction*
4. Thomas a. Schmitz- *Modern Literary Theory and Ancient Texts: An Introduction*
5. Lois Tyson- *Critical Theory Today*
6. John Storey- *Cultural Theory and Popular Culture*
7. Edward Said- *Orientalism*
8. Lawrence Buell- *The Environmental Imagination*
9. John McLeod- *Beginning Postcolonialism*

IV. CORE COURSE
CRITICAL ESSAYS

[CCENG324]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to introduce students to foundational critical essays and theoretical frameworks that have shaped modern literary criticism.
2. to familiarize students with key thinkers and movements in literary theory, including Structuralism, Psychoanalysis, Feminism, Marxism, and Postmodernism.
3. to enable students to engage critically with complex theoretical texts and interpret literary works using appropriate theoretical approaches.
4. to develop in students an awareness of how ideologies, language, and identity influence literature and its interpretation.
5. to cultivate the ability to read, analyze, and synthesize theoretical arguments in relation to broader literary and cultural studies.

Course Learning Outcomes:

At the end of the course students will be able to:

1. to demonstrate an understanding of key theoretical concepts and their application to literary texts.
2. to critically engage with the works of major theorists such as Roland Barthes, Jacques Derrida, Sigmund Freud, Jacques Lacan, Simone de Beauvoir, Frantz Fanon, and Jean-François Lyotard.
3. to analyze literary texts through various critical lenses such as psychoanalysis, feminism, structuralism, poststructuralism, and postcolonialism.
4. to articulate informed and theoretically grounded arguments in written and oral forms.
5. to evaluate the relevance and limitations of different theoretical perspectives in understanding literature and cultural texts.

Course Content:**Unit I:**

Sigmund Freud:	“Creative Writers and Day-Dreaming”
T.S. Eliot:	“Tradition and Individual Talent”

Unit II:

Virginia Woolf:	“Modern Fiction”
George Orwell:	“Politics and the English Language”

Unit III:

Roland Barthes:	“The Death of the Author”
Elaine Showalter:	“Towards a Feminist Politics”

Unit IV:

Chinua Achebe:	“An Image of Africa”
A. K. Ramanujan:	“Is There an Indian Way of Thinking?”

Suggested Reading:

1. George Watson: *The Literary Critics*
2. David Daiches, *Critical Approaches to Literature*
3. A Bosker, *Literary Criticism in the Age of Johnson*
4. George Saintsbury, *A History of English Criticism*
5. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
6. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002)
7. Patricia Waugh, (ed.), *Literary Theory and Criticism*, Oxford University Press, 2006
8. Chris Baldick, *Criticism and Literary Theory*
9. David Lodge, *Modern Criticism and Theor*

V. CORE COURSE
BRITISH POETRY

[CCENG325]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE :28) = 45
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(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To uncover the radical potential of poetry.
2. To lay the foundations of genre based study embedded in historical context.

Course Learning Outcomes:

At the end of the course, students will be able:

1. A foundational level of fluency with the basics of poetry will have been achieved.
2. A basic understanding of strategies of poetic organization will have been laid down.

Course Content:

Unit – I	William Shakespeare: John Donne: Alexander Pope:	“Sonnet 18” “A Valediction: Forbidding Mourning” “The Rape of the Lock (Canto 1)”
Unit - II	William Wordsworth: John Keats: Robert Browning:	“Lines Composed a Few Miles above Tintern Abbey” “Ode to a Nightingale” “Porphyria’s Lover”
Unit - III	G. M. Hopkins: W. B. Yeats: T.S. Eliot:	“The Windhover” “The Second Coming” “The Love Song of J. Alfred Prufrock”
Unit - IV	Philip Larkin: Seamus Heaney: Carol Ann Duffy:	“Church Going” “Digging” “Medusa”

Suggested Reading:

1. M. H. Abrams – *The Mirror and the Lamp* (Romantic theory and literary criticism)
 2. M. H. Abrams (ed.) – *The Norton Anthology of English Literature* (period introductions & notes)
 3. David Daiches – *A Critical History of English Literature*
 4. Cleanth Brooks & Robert Penn Warren – *Understanding Poetry*
 5. Northrop Frye – *Anatomy of Criticism*
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SEMESTER IV

I. ELECTIVE COURSE-A

[ECENG421A]

MORPHOLOGY AND SYNTAX

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand the structure and formation of words (morphology) and sentence construction (syntax).
2. to master key morphological and syntactic terminology and concepts.
3. to analyze word formation processes (e.g., inflection, derivation, compounding).explore syntactic structures, including phrase structure rules and sentence types.
4. to develop skills in morphological and syntactic analysis using theoretical frameworks.
5. to examine variation in morphological and syntactic systems across languages.
6. to apply morphological and syntactic knowledge to areas like language teaching or linguistic research.

Course Learning Outcomes:

At the end of the course students will be able:

1. to identify and describe morphological processes (e.g., affixation, compounding) in various languages.
2. to analyze sentence structures using syntactic trees and phrase structure rules.
3. to apply morphological and syntactic theories to analyze linguistic data.
4. to compare morphological and syntactic patterns across languages and dialects.
5. to produce accurate morphological segmentations and syntactic parses of sentences.
6. to address practical issues (e.g., error analysis in language learning) using morphological/syntactic knowledge.
7. to critically evaluate different morphological and syntactic theoretical frameworks.

Course Content:**Unit- I:**

Morphology: Morpheme, Morph, Allomorph, Portmanteau Morph; Types of Morphemes- Free and Bound, Inflectional and Derivational; Types of Allomorphs- Phonologically, Lexically and Grammatically conditioned allomorphs; Lexeme and Word; Types of Words- Simple, Compound and Complex; Various Processes of Word Formation;

Word Classes: Parts of Speech; Content words and Structure Words.

Unit- II:

Syntax: Form and Function; Formal Labels- Lexical Category and Phrasal Category; Functional Labels- Subject, Predicate, Object, Compliment, Adjunct; Basic Sentence Patterns; Difference between Traditional Grammar, Structural Grammar and T.G. Grammar; PS Rules and limitations; TG Grammar- Basic principles, Deep and Surface Structure; Transformational Rules: Subject-Auxiliary Inversion, Negative placement, Do Insertion, Wh-Movement, NP- Movement; Affix Hopping.

Unit-III:

Application: Morphological structure of words; Structure of Phrases and Sentences using labeled tree diagram.

Suggested Reading:

1. Freidin, R. (1992). *Foundations of Generative Syntax*. Cambridge, Mass: MIT Press
2. Haegeman, L. (2009). *Theory and Description in Generative Syntax*. Cambridge: Cambridge University Press.
3. Radford, Andrew (1981). *Transformational Syntax*. (Chapters 1-4 only). Cambridge: Cambridge University Press.
4. Radford, Andrew (1988). *Transformational Grammar* (Chapter 4-10 only). Cambridge: Cambridge University Press.
5. Sharma, R.K. (2014). *Fundamentals of Linguistics*. New Delhi: Atlantic Press
6. Syal, Pushpinder and Jindal, D.V (1998). *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall India Pvt. Ltd.
7. Thakur, D. *Linguistics simplified: Morphology*.
8. Thakur, D. *Linguistics Simplified: Syntax*. Patna: Bharati Bhawan
9. Verma, S.K. and Krishnaswamy, N (1989). *Modern Linguistics: An Introduction*. Madras: Oxford University Press.
10. O'Grady, W. et al. (1991). *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press.

OR ELECTIVE COURSE-B
AMERICAN LITERATURE-I
 (Colonial Period to 1900)

[ECENG421B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. Introduce students to the major writers and literary movements in American Literature from the Colonial Period to 1900.
2. Familiarize students with the historical, political, religious, and cultural contexts that shaped early American writing.
3. Develop an understanding of Puritanism, Transcendentalism, Romanticism, Realism, and Naturalism.
4. Examine the evolution of American identity through literature.
5. Encourage critical reading and interpretation of prose, poetry, and drama.
6. Enhance students' analytical and interpretative skills through textual study.

Course Learning Outcomes:

At the end of the course, students will be able:

1. Identify major authors, texts, and literary movements from the Colonial period to 1900.
2. Explain the influence of historical events such as colonization, the American Revolution, slavery, and the Civil War on literary production.
3. Analyze representative texts using appropriate literary terms and critical approaches.
4. Differentiate between major literary movements such as Puritanism, Transcendentalism, Romanticism, and Realism.
5. Interpret themes such as freedom, individualism, nature, democracy, slavery, and the American Dream.
6. Demonstrate improved skills in critical thinking, academic writing, and textual analysis.
7. Evaluate the development of a distinct American literary voice.

Course Content:**Unit – I**

Historical Background:

1. American Literature During the Colonial and Revolution Periods
2. The Making of American Literature 1800-1865
3. The Development of American Literature 1865-1900

Unit-IIRalph Waldo Emerson: *Self-Reliance***Unit-III**Nathaniel Hawthorne: *The Scarlet Letter***Unit-IV**Henry James: *The Portrait of a Lady***UNIT-V**

Walt Whitman: "Song of Myself" (Sections 1- 5)
 Emily Dickinson: "Because I Could not stop for Death"

Suggested Reading:

1. Kathryn Vanspanckeren – *Outline of American Literature*, the United States Department of State
2. Richard Gray - *A Brief History of American Literature*, Wiley Blackwell
3. James D. Heart & Philip Leininger – *The Oxford Companion to American Literature*, OUP

II. ELECTIVE COURSE-A SEMANTICS, PRAGMATICS & DISCOURSE ANALYSIS

[ECENG422A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the principles of meaning in language (semantics), context-dependent meaning (pragmatics), and text organization (discourse analysis).
2. to master key terminology and concepts in semantics, pragmatics, and discourse analysis.
3. to analyze lexical and sentential meaning, including sense, reference, and entailment.
4. to explore how context, implicature, and speech acts shape pragmatic meaning.
5. to examine discourse structures, coherence, and cohesion in spoken and written texts.
6. to develop skills in analyzing semantic, pragmatic, and discourse phenomena using theoretical frameworks.
7. to apply knowledge to real-world contexts, such as communication, translation, or language teaching.

Course Learning Outcomes:

At the end of the course, students will be able:

1. to describe and analyze semantic properties like synonymy, antonymy, entailment, and ambiguity.
2. to identify and interpret pragmatic phenomena, including implicatures, presuppositions, and speech acts.
3. to analyze discourse features, such as coherence, cohesion, and narrative structure, in texts.
4. to apply semantic and pragmatic theories to interpret meaning in diverse linguistic contexts.
5. to compare semantic, pragmatic, and discourse patterns across languages and cultures.
6. to address practical issues, such as miscommunication or translation challenges, using relevant concepts.
7. to critically evaluate theories and approaches in semantics, pragmatics, and discourse analysis.

Course Content:**Unit-I**

Semantics: Basic Concepts in Semantics: Sentence, Utterance, Proposition, Entailment, Presupposition, Sense and Reference, Denotation and Connotation; Referential, Non- Referential and Generative theories of Meaning

Lexical Relations: Synonymy, Antonymy, Homonymy (Homonyms, Homophones and Homographs), Hyponymy, Prototypes, Polysemy, Metonymy, Collocation

Unit-II

Ambiguity and its types; The Semantics of Sentence Elements: Predicators and Arguments; Semantic Roles- Agent, Experiencer, External Causer, Attribute, Affected, Resultant, Eventive, Recipient, Beneficiary, Instrument, Location, Goal, Source, Temporal

Unit-III

Pragmatics: Relationship between Semantics and Pragmatics; Context, Deixis, Reference and Anaphora, Implicature, Presupposition, Speech Acts, Politeness

Discourse Analysis: Interpreting Discourse, Conversation analysis, The Co-operative Principle, Background Knowledge

Unit-IV Application: Identification and Explanation of Ambiguity in Sentences.

Suggested Reading:

1. Allison, Desmond. (1999). *Language Testing and Evaluation: An Introductory Course*. Singapore: National University of Singapore.
2. Bell, R.T.(1981). *An Introduction to applied linguistics*. London: Batsford Academic & Educational Ltd.
3. Bright, J.A. and McGregor, G.P. (1978). *Teaching English as a Second Language*. Singapore: ELBS & Longman Group Limited
4. Cook, V. (ed.) (2003). *Effects of the L2 on the L1*. Clevedon: Multilingual Matters.
5. Halliday, M.A.K. et al. (1964). *The Linguistics Science and Language Teaching*. London: Longman.
6. Kudchedkar, S. (ed.) (2002). *English Language Teaching in India*. Chennai: Orient Longman
7. Nagaraj, Geetha (1996). *English Language Teaching: Approaches, Methods and Techniques*. Calcutta: Orient Longman.
8. Tickoo, M.L. (2003). *Teaching and Learning English: A sourcebook for Teachers and Teacher-Trainers*. New Delhi: Orient Longman

OR ELECTIVE COURSE-B
AMERICAN LITERATURE-II
 (1900 to Contemporary Period)

[ECENG422B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. Introduce students to major American writers and literary movements from 1900 to the contemporary period.
2. Develop understanding of Modernism, the Harlem Renaissance, Postmodernism, and contemporary literary trends.
3. Examine the impact of major historical events such as the World Wars, the Great Depression, the Civil Rights Movement, and globalization on American literature.
4. Explore themes such as identity, race, gender, alienation, consumerism, multiculturalism, and the American Dream.
5. Encourage critical engagement with diverse literary forms including poetry, drama, fiction, and essays.
6. Enhance students' analytical, interpretative, and academic writing skills.

Course Learning Outcomes:

At the end of the course, students will be able:

1. Identify major authors, texts, and literary movements in American literature from 1900 to the present.
2. Explain the socio-political and cultural contexts influencing 20th and 21st century American writing.
3. Analyze literary texts using appropriate critical concepts and terminology.
4. Distinguish between literary movements such as Modernism, the Harlem Renaissance, Postmodernism, and Contemporary literature.
5. Interpret themes such as fragmentation, identity crisis, race relations, feminism, existentialism, and globalization.
6. Evaluate the contributions of diverse voices including African American, Native American, Asian American, and women writers.
7. Demonstrate critical thinking, comparative analysis, and effective academic writing skills.

Course Content:**Unit-I**

Historical Background:

1. The Emergence of Modern American Literature
2. American Literature since 1945

Unit-IIF. Scott Fitzgerald: *The Great Gatsby***Unit-III**Arthur Miller: *Death of a Salesman***Unit-IV**Harper Lee: *To Kill a Mockingbird***Unit-V**

Robert Frost: "Stopping by Woods on a Snowy Evening"

Langston Hughes: "Harlem"

Sylvia Plath: "Lady Lazarus"

Suggested Reading:

1. *A Brief History of American Literature* by Richard Gray
2. *A History of American Literature* by Richard Gray

**III. CORE COURSE
BRITISH DRAMA**

[CCENG423]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

The course will seek to achieve the following objectives:

1. to you exposed students to selected place which are timeless masterpieces.
2. to enable students to create drama and its elements having been exposed to some of its best examples.

Course Learning Outcomes:

At the end of the course students will be able:

1. to the students will see how drama plays out the social economic political concerns of the age along with timeless themes of human nature and its concerns.

Course Content:

UNIT-I	William Shakespeare:	<i>The Tempest</i>
UNIT-II	Oscar Wilde:	<i>The Importance of Being Earnest</i>
UNIT-III	G.B. Shaw:	<i>Major Barbara</i>
UNIT-IV	John Osborne:	<i>Look Back in Anger</i>

Suggested Reading:

1. Frank Kermode (ed.) – *The Tempest* (Arden Shakespeare Introduction)
 2. Peter Raby (ed.) – *The Cambridge Companion to Oscar Wilde*
 3. John Russell Taylor – *Anger and After*
 4. Martin Esslin – *The Theatre of the Absurd*
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IV. CORE COURSE
BRITISH FICTION

[CCENG424]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE :28) = 45
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

The course will seek to achieve the following objectives:

1. To familiarise students with some works of fiction that are classics of the genre.
2. To inculcate in students the critical understanding of the genre.

Course Learning Outcomes:

At the end of the course students will be able:

1. Analyze major themes, characters, and narrative techniques in the prescribed texts.
2. Explain the historical and literary contexts of Victorian, Modernist, and Post-war fiction and their influence on the development of the novel.
3. Interpret key concerns such as social mobility, imperialism, identity, morality, and the conflict between civilization and savagery.
4. Demonstrate critical thinking and academic writing skills through informed textual analysis and comparative evaluation of the prescribed novels.

Course Content:

UNIT-I Charles Dickens: *Great Expectations*

UNIT-II Joseph Conrad: *Heart of Darkness*

UNIT-III James Joyce: *Ulysses*

UNIT-IV William Golding: *Lord of the Flies*

Suggested Reading:

1. M. H. Abrams – *A Glossary of Literary Terms*
 2. David Daiches – *A Critical History of English Literature*
 3. Terry Eagleton – *The English Novel: An Introduction*
 4. Edward Said – *Culture and Imperialism*
 5. Malcolm Bradbury & James McFarlane (eds.) – *Modernism: A Guide to European Literature 1890–1930*
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V. PROJECT
DISSERTATION/ PROJECT/ TEACHING APTITUDE

[PRENG425]

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 RENGrd) + 70 (ESE Pr: 6 Hrs) = 100	Pass Marks: = 45
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(Credits: Theory-04, 120 Hours)

Guidelines to Examiners for End Semester Examination (ESE):*Evaluation of project dissertation work may be as per the following guidelines:**Project model (if any) and the Project rENGrd notebook = 70 marks**Project presentation and viva-voce = 30 marks**Overall project dissertation may be evaluated under the following heads:*

- Motivation for the choice of topic
- Project dissertation design
- Methodology and Content depth
- Results and Discussion
- Future Scope & References
- Presentation style
- Viva-voce

Course Objectives:

This course aims to equip students with the ability to conduct independent academic research by engaging them in dissertation or project work based on their area of interest in English. It encourages analytical thinking, structured inquiry, and application of economic theories to real-world issues. Through guided supervision and hands-on research experience, students will develop essential skills such as topic formulation, data handling, academic writing, and critical evaluation.

Course Learning Outcomes:

By the end of the course, students will be able to identify a relevant research topic, conduct a literature review, formulate research questions or hypotheses, collect and analyse data, and present their findings in a clear and systematic manner. They will gain experience in writing a research report using standard academic formats and referencing styles. Students will also enhance their understanding of the research process and develop skills required for future academic, policy-based, or field-level work in English.

Course Content:**UNIT: Dissertation / Project Work**

Topic selection and research proposal preparation, identification of research problems, defining objectives and hypotheses, review of existing literature, construction of conceptual framework, research design formulation, collection and classification of data—primary and secondary, basic statistical and qualitative analysis, interpretation of findings, preparation of charts and tables, structure and writing of dissertation or project report, referencing and citation (MLA or approved format), submission of final work, presentation and viva-voce before a panel.

Each student has to submit two copies of hard bound dissertation work (along with the raw data), duly forwarded by the HOD of Department concerned. The forwarded copies will be submitted in the Department of English, Ranchi University, for evaluation (one month before the viva voce examination).

The paper may involve:

- a) Laboratory research/ Field work/ Lab work related to the project.
- b) Survey research, Case Study or any other type of Psychological research
- c) One Large study/ Experiment or several studies/ Experiments depending on the objectives of the research.
- d) The writing of dissertation must be in accordance with the Publication Manual of the MLA and should be within 80 to 100 pages including references and appendices.
- e) Content must be typed in Font: Times New Roman with Line Spacing: 2.0 and Font Size 12 points.

Presentation of project work in the seminar on the assigned topic in the P.G. Department of English, Ranchi University, Ranchi & open viva there on.

Topics: As decided by the Supervisor/Guide

Teaching Aptitude: Only selected candidates, in alternative to the Dissertation, may be provided duty to teach the assigned topics in selected colleges. The performance may be evaluated based on the organized feedback for the candidate.
